DOCUMENT RESUME

ED 209 189 SP 018 937

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TITLE Skills Related to Teaching: Perceived Importance and Mastery. 1980-81 Teacher Education Program Evaluation Study.
INSTITUTION Idaho State Univ., Pocatello. Coll. of Education.
PUB DATE Aug 81
NOTE 137p.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS College Graduates; Competency Based Teacher Education; Cooperating Teachers; Education Majors; Higher Education; Preservice Teacher Education; *Program Effectiveness; *Self Evaluation (Individuals); *Student Attitudes; Student Evaluation; Student Teachers; Student Teacher Supervisors; *Teacher Attitudes; *Teacher Education Programs; *Teaching Skills
IDENTIFIERS *Idaho State University

ABSTRACT

This study was undertaken to provide the College of Education at Idaho State University with data regarding the directions appropriate for its teacher education mission. Information was obtained from six groups: (1) students beginning the teacher education program; (2) students completing the student teaching experience; (3) cooperating teachers; (4) college supervisors; (5) graduates of the College of Education program; and (6) supervisors of the College of Education graduates. Participants were asked to assign each of 27 skill areas a level of perceived importance and a level of perceived mastery; the students and graduates rated their own mastery of the skills, while the supervisors and the cooperating teachers rated the mastery of designated students. The most important skills were managing student discipline and interaction, recognizing student needs, and acquiring subject area knowledge. The skills most frequently mastered were projecting enthusiasm, acquiring subject area knowledge, and managing student discipline and interaction. It was also found that the correlations between perceived importance and perceived mastery among the groups were high and positive. Based on analysis of the data, a plan to establish a series of longitudinal student and graduate surveys was offered. Appendices contain tables of data for each skill, comparing graduates with near graduates and beginning students with student teachers. Also appended are copies of the questionnaires and a summary of personal data on respondents. (FG)

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ED209189

1980-81 TEACHER EDUCATION

PROGRAM EVALUATION STUDY

SKILLS RELATED TO TEACHING: PERCEIVED IMPORTANCE AND MASTERY

College of Education

Idaho State University

by

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August 15, 1981

Under the direction of
Dr. Richard Sagness, Dean
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SP 018 937

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I. Overview of the Study

This present study was undertaken to provide the College of Education with data regarding directions appropriate for its teacher education mission. Information was solicited from six constituent groups-- 1) students just beginning their teacher education program, 2) students completing their student teaching experience, 3) classroom teachers who served as cooperating teachers for these student teachers, 4) college supervisors of the same group of student teachers, 5) graduates of College of Education programs in teacher education, 6) supervisors of College of Education graduates.

Individuals surveyed were each asked to make two responses regarding 27 skill area statements: The first response was to assign a level of perceived importance to a stated skill area. The second response was to assign a level of perceived mastery to a stated skill area; the beginning education students, the student teachers, and the graduates were asked to rate self mastery--the cooperating teachers, the college supervisors and the supervisors of graduates were asked to rate named individuals under their current supervision. The resulting counts were provided in the Appendix, Table I.

Using this data, four analyses are presented. One analysis uses the responses to rank order the skill areas in terms of perceived importance across the six constituent groups (Part II).

A second analysis provides information and a rank ordering regarding the mastery level of Idaho State University graduates or near graduates as perceived by their supervisors and as perceived by themselves (Part III).

A third analysis compares perceived levels of mastery between beginning students in teacher education and the student teachers (Part IV).

A fourth analysis compares the overall rank ordering on perceived importance with the overall rank ordering on perceived mastery (Part V).

II. Skills Related to Teaching
A Rank Ordering of Perceived Importance

Notes on Analysis Methodology:

In determining a rank ordering of the skill area statements, two methods of analysis were used--a measure of central tendency and a measure of consensus. Relative frequencies were also reported.

A. Central Tendency - A mean score ($\bar{x}$) with regard to each skill area statement was computed. Responses from each constituent group with regard to perceived importance were totaled for categories 2 - 6 (i.e., no importance through maximum importance, individuals with no opinion were not considered). These responses represent "n" or number of responses considered. Analysis resulted in 27 mean scores corresponding to the 27 skill area statements.

B. Ranked Mean Scores - The resulting 27 mean scores were ranked with the rank of one being assigned to that skill area statement with the highest mean score. Thus, a rank of one indicates that this skill area was perceived as the most important by the six constituent groups considered as a whole.

C. Degree of Consensus - A measure developed by Robert Leik, of the University of Washington, was used to suggest degree of consensus among respondents. Actual computational procedures are not included herein, but the measure has a theoretical range of - 1 to + 1 and is interpreted as follows:

any negative number	indicates	dissensus
.00 - .15	"	very low consensus
.16 - .30	"	low consensus
.31 - .40	"	general consensus
.41 - .50	"	strong consensus
any number .51 or above	indicates	high consensus

D. Relative Frequencies - The relative frequency (i.e., percentage of total responses) of each response was also determined for this section. This

was determined by dividing the number of responses found in a given category (i.e., no importance through minimum importance) by "n" (i.e., number of responses considered), as defined in Part A, above.

Results: See the following summation for rank ordering of perceived importance. See Appendix, Table II, for complete data display.

Skills Related to Teaching
Rank Ordering of Perceived Importance

RANK	SKILL	MEAN SCORE	DEGREE OF CONSENSUS
1	1. Managing student discipline and interaction	5.62	high
2	2. Recognizing learner needs	5.49	high
3	11. Acquiring knowledge base for school subject taught	5.47	high
4	4. Projecting enthusiasm for subject and teaching	5.46	high
5	22. Assisting students develop effective habits	5.385	strong
6	24. Improving students' reading skills	5.382	strong
7	8. Enhancing student self-concept	5.32	strong
8	17. Communicating with parents	5.31	strong
9	21. Dealing with health and safety needs	5.15	strong
10	12. Planning instruction to achieve objectives	5.11	strong
11	25. Dealing with needs of phys. or mentally handicapped	5.08	general
12	6. Demonstrating teaching methods	5.00	strong
13	27. Counseling students regarding personal problems	4.98	strong
14	5. Developing evaluation/diagnostic procedures	4.95	strong
15	7. Organizing instruction to meet cultural differences	4.94	strong
16	26. Distinguishing and utilizing questioning techniques	4.92	strong
17	20. Knowing community, utilizing resources	4.89	strong
18	23. Aiding students in career planning	4.77	general
19	3. Encouraging social skill development of students	4.76	strong
20	13. Applying principles of school law	4.73	general
21	18. Understanding formal authority structure	4.67	general
22	15. Understanding standardized test reports	4.47	low
23	10. Developing philosophy of education	4.38	low
24	14. Predicting alternative consequences of educ. practice	4.37	general
25	9. Utilizing audio-visual equipment and learning aids	4.29	general
26	19. Comprehending role of professional education org.	4.19	low
27	16. Understanding implications of public school finance	4.08	general

III. Skills Related to Teaching
A Ranked Ordering of Perceived Mastery

Notes on Analysis Methodolology:

In determining mastery levels with regard to the 27 skill area statements, two groups are of most interest: students just completing their programs and graduates in the field. Data was collected on both groups with regard to self-perceived mastery, and with regard to mastery as perceived by supervisors. Raw counts were converted to relative frequencies in three categories for purposes of analysis. Overall responses in the strong category were ranked.

A. Three Categories. Counts which fell in the "considerable mastery" and "maximum mastery" levels on the questionnaire were placed in the same category, these being responses indicating strong levels of perceived mastery. Counts in the "moderate mastery" level were kept distinct as they indicate mastery, but not strong mastery. Counts at the "some mastery" and "no mastery" levels were placed in one category as they suggest weak levels of perceived mastery. The three categories are thus strong, moderate, and weak, respectively.

B. Relative Frequencies. Responses are reported in terms of relative frequencies of the number of responses "n" considered as above. Again, individuals who expressed no opinion on a particular item were not considered. It should be noted that supervisors may have been rating the mastery level of more than one graduate or student teacher, therefore, the "n" on perceived mastery may not equal the "n" on perceived importance for a particular item.

C. Rank Ordering. For purposes of this study, rank ordering of perceived mastery on the 27 skill areas was determined by using the relative frequency values in the strong category. The highest value was assigned the rank of 1 and so on through the 27 skill areas. Thus, a rank of 1

indicates that this skill area was perceived as most highly mastered by the five constituent groups considered as a whole.

Results: See the following summation for rank ordering of perceived mastery. See Appendix, Table III, for complete data display.

Skills Related to Teaching
A Ranked Ordering of Perceived Mastery

Rank	Skill	Overall Relative Frequency Value in the Strong Category
1	4. Projecting enthusiasm for subject and teaching	.642
2	11. Acquiring knowledge base for school subject taught	.641
3	1. Managing student discipline and interaction	.569
4	21. Dealing with health and safety needs	.550
5	17. Communicating with parents	.527
6	8. Enhancing student self-concept	.455
7	12. Planning instruction to achieve objectives	.453
8	24. Improving students' reading skills	.452
9	22. Assisting students develop effective habits	.439
10	2. Recognizing learner needs	.422
11	9. Utilizing audio-visual equipment and learning aids	.418
12	27. Counseling students regarding personal problems	.400
13	18. Understanding formal authority structure	.378
14	20. Knowing community, utilizing resources	.363
15	15. Understanding standardized test reports	.357
16	25. Dealing with needs of phys. or mentally handicapped	.349
17	13. Applying principles of school law	.342
18	3. Encouraging social skill development of students	.338
19	7. Organizing instruction to meet cultural differences	.320
20	6. Demonstrating teaching methods	.317
21	5. Developing evaluation/diagnostic procedures	.315
22	26. Distinguishing and utilizing questioning techniques	.299
23	10. Developing philosophy of education	.287
24	23. Aiding students in career planning	.268
25	19. Comprehending role of professional education org.	.189
26	14. Predicting alternative consequences of educ. pract.	.188
27	16. Understanding implications of public school finance	.138

IV. Skills Related to Teaching:
Perceived Mastery - Student Teachers/Beginning Students

Notes on Analysis Methodology:

In comparing perceived mastery levels between beginning students and student teachers the category structure described in Part III. A. was again used. Relative frequencies were determined as described in Part III. B. Also computed was the relative frequency difference on each skill area and the overall mean difference in the relative frequencies.

Results: See Appendix, Table IV, for complete data display.

In summary -

1. On all 27 items, a greater percentage of beginning students' responses were placed in the weak category than were student teachers' responses. The difference between the relative frequencies of the two groups on the 27 items ranged from .13 to .50 with an overall mean difference of -.34, standard deviation of .11.
2. On 25 of the 27 items, a greater percentage of student teachers' responses were placed in the moderate category than were beginning students' responses. The differences between the relative frequencies of the two groups on the 27 items ranged from -.04 to .34 with an overall mean difference of .15, standard deviation of .10.
3. On all 27 items, a greater percentage of student teachers' responses were placed in the strong category than were beginning students' responses. The differences between the relative frequencies of the two groups on the 27 items ranged from .04 to .40 with an overall mean difference of .19, standard deviation of .10.

V. Skills Related to Teaching
Correlation Between Rankings of Perceived Importance and Perceived Mastery

Notes on Analysis Methodology:

Spearman's rank correlation coefficient was calculated using the rankings on importance and mastery as determined in Parts II and III. Level of significance was also determined.

Results: See Appendix Table V for data compilation display. In summary the Spearman's rank correlation coefficient was .79. This was significant at the .0001 level.

VI. Conclusions

The data of this study is provided to the faculty and administration of the College of Education, Idaho State University, with the intent to enhance the continuing discussion of program development and evaluation. Responses regarding further analysis of this data, suggestions for future data gatherings, and personal interpretations of the present results are solicited. Certainly the analysis methodology employed in dealing with data, to include data collection methodology, involves researcher perspectives which should be open to examination.

Given this background, the following minimal conclusions regarding the present study are offered:

1) The correlation between perceived importance and perceived mastery over the groups and individuals surveyed is positive and high. This could suggest that graduates of the Idaho State University Teacher Education Program generally have mastery in those skills areas perceived as most important by the six constituent groups.

2) Suggestions for program improvement are possible by comparing the rank in perceived importance of an individual skill area to its rank on perceived mastery. For example, skill area 6 ranked 12th in perceived importance but 20th in perceived mastery.

3) A greater percentage of the surveyed student teachers at Idaho State University consistently perceived their skill level mastery to be stronger than did the beginning students. There are some hazards in interpreting this, however, as it is not a longitudinal study and it is not possible to determine if the student teachers are a select group of positive perceivers to begin with, or that in fact a perception change does occur during the program.

4) The subgroupings of self-perception and perception by others regarding Idaho State University graduates and near graduates suggest that those who rate their own skill mastery tend to rate themselves lower than do observers rating the performance of individuals under their supervision. No analysis was done regarding the statistical significance of this trend. It must be noted that because of the differential response, there is not a one to one relationship between those who provided self-ratings and those who were rated by a supervisor. Some data is from student teachers who were not rated by both or either the college supervisor and cooperating teacher. Some student teachers were rated but did not supply a self evaluation.

VII. Suggestions for Future Research

It is suggested that the College of Education establish a reoccurring series of six-year longitudinal studies which follow a sample of students through their program and into their next three years following graduation. The following plan is offered:

1. That Fall Ed. 101 students are surveyed as to expected program plans. A sample is taken with approximate the following composition.

P. E.	25%
CNEC	5%
Elem.	40%
Sec. (Non P. E., CNEC)	25%
Sp. Ed.	5%

(These percentages roughly correspond to the percentage of student teachers in each area during the 1980-81 AY.)

2. That the progress of each individual is evaluated each year according to two objective measures--one on attitude, one on skill development.
3. That each individual is interviewed one on one each year in a taped, open discussion format. The purpose is to discuss their perception of their education, where they are going, etc.
4. That field based evaluations occur each year as well, especially during student teaching and after graduation.
5. That follow-up of graduates occur twice, once in first year, once in third year.
6. That the above process begins anew <u>every other year</u>, sample proportions varying with the proportion of our graduates by field.

This plan should enable many of the confounding variables in the present study to be eliminated and should provide valuable feedback to the institution.

APPENDIX

Table I

Complete Data Display for

Skills Related to Teaching: Perceived Importance and Mastery

Rudimentary Counts

COLLEGE OF EDUCATION
IDAHO STATE UNIVERSITY
1980-1981 Teacher Education Program Evaluation Data
Rudimentary Counts
Skills Related to Teaching: Perceived Importance and Mastery

SKILLS AREA # 1 : Skills in managing student discipline and interaction, and in controlling classroom environment.

What level of importance do you attach to this skills area?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Importance	Some Importance	Moderate Importance	Considerable Importance	Maximum Importance
Ed. 101 students	105	4	0	1	2	47	51
Student teachers	32	0	0	0	2	9	21
Cooperating teachers	35	1	0	0	1	5	28
College supervisors	31	1	0	0	0	7	23
Graduates	53	1	0	0	0	16	36
Supervisors of graduates	46	0	0	0	0	14	32
Overall	302	7	0	1	5	98	191

What level of mastery do you have in this skills area at this point in time?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Mastery	Some Mastery	Moderate Mastery	Considerable Mastery	Maximum Mastery
Ed. 101 students	105	13	8	41	21	19	3
Student teachers	32	0	0	3	17	11	1
Graduates	53	0	0	4	16	32	1

What level of mastery in this skills area do you observe the student teacher (name provided) demonstrating at this point in time?

Cooperating teachers	35	1	1	2	15	14	2
College supervisors	39	3	0	5	11	16	4

What level of mastery in this skills area do you observe the ISU graduate (name provided) demonstrating at this point in time?

Supervisors of Graduates	56	0	0	5	12	32	7

COLLEGE OF EDUCATION
IDAHO STATE UNIVERSITY
1980-1981 Teacher Education Program Evaluation Data
Rudimentary Counts
Skills Related to Teaching: Perceived Importance and Mastery

SKILLS AREA # 2 : Skills in recognizing learner needs in relation to each learner's abilities and development.

What level of importance do you attach to this skills area?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Importance	Some Importance	Moderate Importance	Considerable Importance	Maximum Importance
Ed. 101 students	105	4	0	0	6	38	57
Student teachers	32	0	0	0	1	10	21
Cooperating teachers	35	1	0	1	1	13	19
College supervisors	31	1	0	0	0	7	23
Graduates	53	0	0	1	7	22	23
Supervisors of graduates	46	0	0	0	2	20	24
Overall	302	6	0	2	17	110	167

What level of mastery do you have in this skills area at this point in time?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Mastery	Some Mastery	Moderate Mastery	Considerable Mastery	Maximum Mastery
Ed. 101 students	105	16	25	33	18	10	3
Student teachers	32	0	0	6	13	12	1
Graduates	53	0	2	12	24	12	3

What level of mastery in this skills area do you observe the student teacher (name provided) demonstrating at this point in time?

Cooperating teachers	35	1	0	6	9	15	4
College supervisors	39	3	2	6	14	11	3

What level of mastery in this skills area do you observe the ISU graduate (name provided) demonstrating at this point in time?

Supervisors of Graduates	56	0	0	6	22	26	2

COLLEGE OF EDUCATION
IDAHO STATE UNIVERSITY
1980-1981 Teacher Education Program Evaluation Data
Rudimentary Counts
Skills Related to Teaching: Perceived Importance and Mastery

SKILLS AREA # 3 : Skills in encouraging the social or interpersonal skill development of students.

What level of importance do you attach to this skills area?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Importance	Some Importance	Moderate Importance	Considerable Importance	Maximum Importance
Ed. 101 students	105	5	0	10	24	47	19
Student teachers	32	1	0	2	7	15	7
Cooperating teachers	35	1	1	3	7	16	7
College supervisors	31	2	0	4	5	8	12
Graduates	53	0	0	9	15	21	8
Supervisors of graduates	46	0	0	1	10	29	6
Overall	302	9	1	29	68	136	59

What level of mastery do you have in this skills area at this point in time?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Mastery	Some Mastery	Moderate Mastery	Considerable Mastery	Maximum Mastery
Ed. 101 students	105	11	24	35	28	7	0
Student teachers	32	2	1	6	16	7	0
Graduates	53	0	1	16	15	18	3

What level of mastery in this skills area do you observe the student teacher (name provided) demonstrating at this point in time?

Cooperating teachers	35	1	1	9	13	9	2
College supervisors	39	7	3	6	15	6	2

What level of mastery in this skills area do you observe the ISU graduate (name provided) demonstrating at this point in time?

Supervisors of Graduates	56	1	0	9	24	20	2

COLLEGE OF EDUCATION
IDAHO STATE UNIVERSITY
1980-1981 Teacher Education Program Evaluation Data
Rudimentary Counts
Skills Related to Teaching: Perceived Importance and Mastery

SKILLS AREA # 4 : Skills in projecting enthusiasm for one's subject and for teaching in general.

What level of importance do you attach to this skills area?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Importance	Some Importance	Moderate Importance	Considerable Importance	Maximum Importance
Ed. 101 students	105	4	0	3	11	40	47
Student teachers	32	0	0	1	0	12	19
Cooperating teachers	35	1	0	0	0	12	22
College supervisors	31	1	0	0	1	6	23
Graduates	53	0	0	0	5	18	30
Supervisors of graduates	46	0	0	0	1	25	20
Overall	302	6	0	4	18	113	161

What level of mastery do you have in this skills area at this point in time?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Mastery	Some Mastery	Moderate Mastery	Considerable Mastery	Maximum Mastery
Ed. 101 students	105	12	[illegible]	33	24	21	4
Student teachers	32	0	0	6	7	14	5
Graduates	53	0	0	6	14	27	6

What level of mastery in this skills area do you observe the student teacher (name provided) demonstrating at this point in time?

Cooperating teachers	35	1	2	1	9	16	6
College supervisors	39	2	3	4	4	20	6

What level of mastery in this skills area do you observe the ISU graduate (name provided) demonstrating at this point in time?

Supervisors of Graduates	56	0	0	3	17	22	14

COLLEGE OF EDUCATION
IDAHO STATE UNIVERSITY
1980-1981 Teacher Education Program Evaluation Data
Rudimentary Counts
Skills Related to Teaching: Perceived Importance and Mastery

SKILLS AREA # 5 : Skills in developing evaluation/diagnostic procedures to obtain information about the effectiveness of instruction.

What level of importance do you attach to this skills area?

Respondent Group	Total	No response/ Does not Apply/ Unknown	Response Counts: No Importance	Some Importance	Moderate Importance	Considerable Importance	Maximum Importance
Ed. 101 students	105	5	0	14	21	48	17
Student teachers	32	0	0	3	1	15	13
Cooperating teachers	35	1	0	2	3	16	13
College supervisors	31	2	0	3	3	12	11
Graduates	53	0	0	4	12	20	17
Supervisors of graduates	46	1	0	0	10	18	17
Overall	302	9	0	26	50	129	88

What level of mastery do you have in this skills area at this point in time?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Mastery	Some Mastery	Moderate Mastery	Considerable Mastery	Maximum Mastery
Ed. 101 students	105	18	42	27	9	5	4
Student teachers	32	0	2	11	14	4	1
Graduates	53	0	4	10	25	14	0

What level of mastery in this skills area do you observe the student teacher (name provided) demonstrating at this point in time?

Cooperating teachers	35	3	0	11	10	10	1
College supervisors	39	10	0	8	12	7	2

What level of mastery in this skills area do you observe the ISU graduate (name provided) demonstrating at this point in time?

Supervisors of Graduates	56	2	1	7	22	21	3

COLLEGE OF EDUCATION
IDAHO STATE UNIVERSITY
1980-1981 Teacher Education Program Evaluation Data
Rudimentary Counts
Skills Related to Teaching: Perceived Importance and Mastery

SKILLS AREA # 6 : Skills in demonstrating a variety of teaching methods while applying psychological principles of motivation and learning to teaching techniques and developing effective teaching strategies.

What level of importance do you attach to this skills area?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Importance	Some Importance	Moderate Importance	Considerable Importance	Maximum Importance
Ed. 101 students	105	6	1	6	19	38	35
Student teachers	32	2	1	1	4	9	15
Cooperating teachers	35	1	0	2	5	15	12
College supervisors	31	5	0	3	2	7	14
Graduates	53	2	1	3	14	22	11
Supervisors of graduates	46	0	0	2	9	25	10
Overall	302	16	3	17	53	116	97

What level of mastery do you have in this skills area at this point in time?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Mastery	Some Mastery	Moderate Mastery	Considerable Mastery	Maximum Mastery
Ed. 101 students	105	19	29	33	14	7	3
Student teachers	32	3	2	10	12	2	3
Graduates	53	2	2	14	20	14	1

What level of mastery in this skills area do you observe the student teacher (name provided) demonstrating at this point in time?

Cooperating teachers	35	1	2	6	10	16	0
College supervisors	39	7	2	9	13	5	3

What level of mastery in this skills area do you observe the ISU graduate (name provided) demonstrating at this point in time?

Supervisors of Graduates	56	0	0	14	22	18	2

COLLEGE OF EDUCATION
IDAHO STATE UNIVERSITY
1980-1981 Teacher Education Program Evaluation Data
Rudimentary Counts
Skills Related to Teaching: Perceived Importance and Mastery

SKILLS AREA # 7 : Skills in organizing instruction in order to meet individual and/or cultural differences among learners.

What level of importance do you attach to this skills area?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Importance	Some Importance	Moderate Importance	Considerable Importance	Maximum Importance
Ed. 101 students	105	4	1	4	23	46	27
Student teachers	32	2	0	2	3	17	8
Cooperating teachers	35	2	0	2	7	14	10
College supervisors	31	1	0	2	2	5	21
Graduates	53	1	2	4	21	13	12
Supervisors of graduates	46	2	0	0	11	24	9
Overall	302	12	3	14	67	119	87

What level of mastery do you have in this skills area at this point in time?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Mastery	Some Mastery	Moderate Mastery	Considerable Mastery	Maximum Mastery
Ed. 101 students	105	16	36	35	11	5	2
Student teachers	32	4	3	9	11	3	2
Graduates	53	1	4	11	21	7	9

What level of mastery in this skills area do you observe the student teacher (name provided) demonstrating at this point in time?

Cooperating teachers	35	3	1	6	15	9	1
College supervisors	39	2	3	12	8	10	4

What level of mastery in this skills area do you observe the ISU graduate (name provided) demonstrating at this point in time?

Supervisors of Graduates	56	2	0	13	21	17	3

COLLEGE OF EDUCATION
IDAHO STATE UNIVERSITY
1980-1981 Teacher Education Program Evaluation Data
Rudimentary Counts
Skills Related to Teaching: Perceived Importance and Mastery

SKILLS AREA # 8 : Skills in enhancing student self-concept and in securing learner growth towards self-discipline.

What level of importance do you attach to this skills area?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Importance	Some Importance	Moderate Importance	Considerable Importance	Maximum Importance
Ed. 101 students	105	4	0	3	14	42	42
Student teachers	32	0	1	0	2	10	19
Cooperating teachers	35	1	0	2	3	9	20
College supervisors	31	1	0	0	1	13	16
Graduates	53	0	0	2	4	23	24
Supervisors of graduates	46	0	0	0	4	23	19
Overall	302	6	1	7	28	120	140

What level of mastery do you have in this skills area at this point in time?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Mastery	Some Mastery	Moderate Mastery	Considerable Mastery	Maximum Mastery
Ed. 101 students	105	14	23	36	24	4	4
Student teachers	32	0	3	7	11	9	2
Graduates	53	0	3	8	15	22	5

What level of mastery in this skills area do you observe the student teacher (name provided) demonstrating at this point in time?

Cooperating teachers	35	2	2	6	10	12	3
College supervisors	39	4	2	8	11	11	3

What level of mastery in this skills area do you observe the ISU graduate (name provided) demonstrating at this point in time?

Supervisors of Graduates	56	0	2	7	19	24	4

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SKILLS AREA # 9 : Skills in utilizing audio-visual equipment and available learning aids.

What level of importance do you attach to this skills area?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Importance	Some Importance	Moderate Importance	Considerable Importance	Maximum Importance
Ed. 101 students	105	6	2	21	39	27	10
Student teachers	32	0	1	3	10	15	3
Cooperating teachers	35	1	0	5	11	16	2
College supervisors	31	3	2	6	5	14	1
Graduates	53	0	0	10	21	16	6
Supervisors of graduates	46	2	0	6	26	10	2
Overall	302	12	5	51	112	98	24

What level of mastery do you have in this skills area at this point in time?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Mastery	Some Mastery	Moderate Mastery	Considerable Mastery	Maximum Mastery
Ed. 101 students	105	15	22	40	16	11	1
Student teachers	32	1	2	6	11	8	4
Graduates	53	0	2	6	15	21	9

What level of mastery in this skills area do you observe the student teacher (name provided) demonstrating at this point in time?

Cooperating teachers	35	1	1	10	14	6	3
College supervisors	39	13	2	9	6	9	0

What level of mastery in this skills area do you observe the ISU graduate (name provided) demonstrating at this point in time?

Supervisors of Graduates	56	4	1	7	22	18	4

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SKILLS AREA # 10 : Skills in developing a particular philosophy of education which pertains to one's own classroom practice(s) while being able to compare and contrast other philosophical positions.

What level of importance do you attach to this skills area?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Importance	Some Importance	Moderate Importance	Considerable Importance	Maximum Importance
Ed. 101 students	105	7	1	23	31	31	12
Student teachers	32	2	2	4	8	9	7
Cooperating teachers	35	3	0	5	8	8	11
College supervisors	31	3	2	3	9	13	1
Graduates	53	2	2	15	17	13	4
Supervisors of graduates	46	3	0	1	18	19	5
Overall	302	20	7	51	91	93	40

What level of mastery do you have in this skills area at this point in time?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Mastery	Some Mastery	Moderate Mastery	Considerable Mastery	Maximum Mastery
Ed. 101 students	105	20	39	25	13	8	0
Student teachers	32	3	1	11	13	3	1
Graduates	53	2	0	19	15	14	3

What level of mastery in this skills area do you observe the student teacher (name provided) demonstrating at this point in time?

Cooperating teachers	35	4	2	11	6	10	2
College supervisors	39	16	3	8	8	4	0

What level of mastery in this skills area do you observe the ISU graduate (name provided) demonstrating at this point in time?

Supervisors of Graduates	56	5	1	14	20	15	1

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SKILLS AREA # 11 : Skills in acquiring the knowledge base for the school subject(s) being taught in one's classroom.

What level of importance do you attach to this skills area?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Importance	Some Importance	Moderate Importance	Considerable Importance	Maximum Importance
Ed. 101 students	105	4	0	2	13	31	55
Student teachers	32	0	0	0	1	10	21
Cooperating teachers	35	1	0	1	2	6	25
College supervisors	31	3	0	0	5	5	18
Graduates	53	2	0	0	5	17	29
Supervisors of graduates	46	0	0	0	3	19	24
Overall	302	10	0	3	29	88	172

What level of mastery do you have in this skills area at this point in time?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Mastery	Some Mastery	Moderate Mastery	Considerable Mastery	Maximum Mastery
Ed. 101 students	105	11	16	35	24	14	5
Student teachers	32	0	0	2	11	15	4
Graduates	53	2	0	4	18	19	10

What level of mastery in this skills area do you observe the student teacher (name provided) demonstrating at this point in time?

Cooperating teachers	35	1	1	4	6	14	9
College supervisors	39	6	1	7	7	15	3

What level of mastery in this skills area do you observe the ISU graduate (name provided) demonstrating at this point in time?

Supervisors of Graduates	56	0	0	1	12	30	13

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SKILLS AREA # 12 : Skills in planning instruction to achieve behavioral or performance objectives.

What level of importance do you attach to this skills area?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Importance	Some Importance	Moderate Importance	Considerable Importance	Maximum Importance
Ed. 101 students	105	6	0	2	24	41	32
Student teachers	32	1	0	0	3	13	15
Cooperating teachers	35	1	0	2	6	12	14
College supervisors	31	1	0	2	2	11	15
Graduates	53	0	1	5	7	29	11
Supervisors of graduates	46	0	0	1	5	22	18
Overall	302	9	1	12	47	128	105

What level of mastery do you have in this skills area at this point in time?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Mastery	Some Mastery	Moderate Mastery	Considerable Mastery	Maximum Mastery
Ed. 101 students	105	14	29	33	18	7	4
Student teachers	32	1	0	8	14	5	4
Graduates	53	0	0	13	15	19	6

What level of mastery in this skills area do you observe the student teacher (name provided) demonstrating at this point in time?

Cooperating teachers	35	1	1	7	11	13	2
College supervisors	39	3	3	7	10	12	4

What level of mastery in this skills area do you observe the ISU graduate (name provided) demonstrating at this point in time?

Supervisors of Graduates	56	0	0	9	17	23	7

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SKILLS AREA # 13 : Skills in applying principles of school law in such areas as corporal punishment, contracts, teacher liability, and due process.

What level of importance do you attach to this skills area?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Importance	Some Importance	Moderate Importance	Considerable Importance	Maximum Importance
Ed. 101 students	105	6	1	13	16	45	24
Student teachers	32	2	0	1	9	12	8
Cooperating teachers	35	2	0	8	4	14	7
College supervisors	31	4	2	5	4	10	6
Graduates	53	4	0	11	16	10	12
Supervisors of graduates	46	3	0	4	7	16	16
Overall	302	21	3	42	56	107	73

What level of mastery do you have in this skills area at this point in time?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Mastery	Some Mastery	Moderate Mastery	Considerable Mastery	Maximum Mastery
Ed. 101 students	105	18	35	30	14	8	0
Student teachers	32	3	6	9	7	4	3
Graduates	53	5	7	16	10	10	5

What level of mastery in this skills area do you observe the student teacher (name provided) demonstrating at this point in time?

Cooperating teachers	35	10	1	6	11	5	2
College supervisors	39	23	2	2	7	5	0

What level of mastery in this skills area do you observe the ISU graduate (name provided) demonstrating at this point in time?

Supervisors of Graduates	56	7	0	12	14	18	5

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SKILLS AREA # 14 : Skills in predicting alternative consequences of an educational practice, be it a traditional approach or an innovative one.

What level of importance do you attach to this skills area?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Importance	Some Importance	Moderate Importance	Considerable Importance	Maximum Importance
Ed. 101 students	105	10	1	13	42	29	10
Student teachers	32	5	1	3	8	10	5
Cooperating teachers	35	5	0	7	10	11	2
College supervisors	31	4	2	4	2	13	6
Graduates	53	13	1	11	16	11	1
Supervisors of graduates	46	5	0	5	15	14	7
Overall	302	42	5	43	93	88	31

What level of mastery do you have in this skills area at this point in time?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Mastery	Some Mastery	Moderate Mastery	Considerable Mastery	Maximum Mastery
Ed. 101 students	105	26	38	30	8	1	2
Student teachers	32	7	5	9	6	4	1
Graduates	53	15	5	16	6	8	3

What level of mastery in this skills area do you observe the student teacher (name provided) demonstrating at this point in time?

Cooperating teachers	35	7	1	10	12	4	1
College supervisors	39	19	3	4	9	4	0

What level of mastery in this skills area do you observe the ISU graduate (name provided) demonstrating at this point in time?

Supervisors of Graduates	56	7	1	15	28	4	1

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SKILLS AREA # 15 : Skills in interpreting and understanding standardized test reports on student performance.

What level of importance do you attach to this skills area?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Importance	Some Importance	Moderate Importance	Considerable Importance	Maximum Importance
Ed. 101 students	105	4	2	15	26	40	18
Student teachers	32	3	0	2	5	14	8
Cooperating teachers	35	5	1	6	9	12	2
College supervisors	31	2	2	4	4	10	9
Graduates	53	0	3	15	21	11	3
Supervisors of graduates	46	2	0	4	18	15	7
Overall	302	16	8	46	83	102	47

What level of mastery do you have in this skills area at this point in time?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Mastery	Some Mastery	Moderate Mastery	Considerable Mastery	Maximum Mastery
Ed. 101 students	105	20	40	28	11	5	1
Student teachers	32	5	5	3	8	7	4
Graduates	53	0	7	15	13	14	4

What level of mastery in this skills area do you observe the student teacher (name provided) demonstrating at this point in time?

Cooperating teachers	35	15	1	10	2	6	1
College supervisors	39	19	2	4	6	7	1

What level of mastery in this skills area do you observe the ISU graduate (name provided) demonstrating at this point in time?

Supervisors of Graduates	56	5	0	14	20	14	3

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SKILLS AREA # 16 : Skills in understanding the implications of public school finance, state control of education, federal legislation, and U. S. Supreme Court decisions.

What level of importance do you attach to this skills area?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Importance	Some Importance	Moderate Importance	Considerable Importance	Maximum Importance
Ed. 101 students	105	4	5	21	32	33	10
Student teachers	32	3	1	5	11	8	4
Cooperating teachers	35	4	1	16	7	4	3
College supervisors	31	3	2	7	9	4	6
Graduates	53	3	1	17	19	9	4
Supervisors of graduates	46	4	0	18	14	6	4
Overall	302	21	10	84	92	64	31

What level of mastery do you have in this skills area at this point in time?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Mastery	Some Mastery	Moderate Mastery	Considerable Mastery	Maximum Mastery
Ed. 101 students	105	15	19	53	13	4	1
Student teachers	32	4	5	13	7	2	1
Graduates	53	4	10	20	11	7	1

What level of mastery in this skills area do you observe the student teacher (name provided) demonstrating at this point in time?

Cooperating teachers	35	16	3	10	1	4	1
College supervisors	39	23	1	5	8	2	0

What level of mastery in this skills area do you observe the ISU graduate (name provided) demonstrating at this point in time?

Supervisors of Graduates	56	9	5	16	22	4	0

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SKILLS AREA # 17 : Skills in communicating with parents and planning with them for the education of their children.

What level of importance do you attach to this skills area?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Importance	Some Importance	Moderate Importance	Considerable Importance	Maximum Importance
Ed. 101 students	105	4	0	4	10	38	49
Student teachers	32	1	0	2	1	9	19
Cooperating teachers	35	2	0	3	2	10	18
College supervisors	31	2	0	1	4	14	10
Graduates	53	0	0	1	6	23	23
Supervisors of graduates	46	0	0	1	4	18	23
Overall	302	9	0	12	27	112	142

What level of mastery do you have in this skills area at this point in time?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Mastery	Some Mastery	Moderate Mastery	Considerable Mastery	Maximum Mastery
Ed. 101 students	105	16	30	32	16	6	5
Student teachers	32	1	4	7	6	10	4
Graduates	53	0	2	7	16	22	6

What level of mastery in this skills area do you observe the student teacher (name provided) demonstrating at this point in time?

Cooperating teachers	35	11	0	6	8	7	3
College supervisors	39	12	2	4	4	14	3

What level of mastery in this skills area do you observe the ISU graduate (name provided) demonstrating at this point in time?

Supervisors of Graduates	56	3	0	12	11	26	4

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SKILLS AREA # 18 : Skills in understanding and utilizing the school's formal authority structure and its services and specialists in decision-making.

What level of importance do you attach to this skills area?

Respondent Group	Total	No response/ Does not Apply/ Unknown	Response Counts: No Importance	Some Importance	Moderate Importance	Considerable Importance	Maximum Importance
Ed. 101 students	105	6	0	19	30	38	12
Student teachers	32	2	0	1	3	19	7
Cooperating teachers	35	1	0	4	8	14	8
College supervisors	31	3	0	4	7	8	9
Graduates	53	4	1	6	12	23	7
Supervisors of graduates	46	0	1	3	12	15	15
Overall	302	16	2	37	72	117	58

What level of mastery do you have in this skills area at this point in time?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Mastery	Some Mastery	Moderate Mastery	Considerable Mastery	Maximum Mastery
Ed. 101 students	105	22	43	24	10	6	0
Student teachers	32	3	4	8	9	4	4
Graduates	53	5	2	16	17	8	5

What level of mastery in this skills area do you observe the student teacher (name provided) demonstrating at this point in time?

Cooperating teachers	35	8	2	12	6	6	1
College supervisors	39	17	0	8	7	5	2

What level of mastery in this skills area do you observe the ISU graduate (name provided) demonstrating at this point in time?

Supervisors of Graduates	56	2	0	10	11	29	4

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SKILLS AREA # 19 : Skills in comprehending the role of professional education organizations in one's professional development and in the control of education.

What level of importance do you attach to this skills area?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Importance	Some Importance	Moderate Importance	Considerable Importance	Maximum Importance
Ed. 101 students	105	7	5	22	30	28	13
Student teachers	32	2	1	5	13	7	4
Cooperating teachers	35	2	1	10	3	12	7
College supervisors	31	3	0	6	10	8	4
Graduates	53	4	1	18	15	10	5
Supervisors of graduates	46	1	4	13	13	8	7
Overall	302	19	12	74	84	73	40

What level of mastery do you have in this skills area at this point in time?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Mastery	Some Mastery	Moderate Mastery	Considerable Mastery	Maximum Mastery
Ed. 101 students	105	18	37	31	14	4	1
Student teachers	32	3	8	11	6	3	1
Graduates	53	6	4	20	14	6	3

What level of mastery in this skills area do you observe the student teacher (name provided) demonstrating at this point in time?

Cooperating teachers	35	10	2	11	5	5	2
College supervisors	39	20	1	11	6	1	0

What level of mastery in this skills area do you observe the ISU graduate (name provided) demonstrating at this point in time?

Supervisors of Graduates	56	7	1	14	23	10	1

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SKILLS AREA # 20 : Skills in knowing the immediate community, utilizing its resources, and dealing with its values.

What level of importance do you attach to this skills area?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Importance	Some Importance	Moderate Importance	Considerable Importance	Maximum Importance
Ed. 101 students	105	6	2	7	16	46	28
Student teachers	32	1	1	2	7	9	12
Cooperating teachers	35	1	0	2	7	14	11
College supervisors	31	1	0	0	5	15	10
Graduates	53	0	1	8	9	24	11
Supervisors of graduates	46	0	1	2	13	20	10
Overall	302	9	5	21	57	128	82

What level of mastery do you have in this skills area at this point in time?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Mastery	Some Mastery	Moderate Mastery	Considerable Mastery	Maximum Mastery
Ed. 101 students	105	15	18	42	17	10	3
Student teachers	32	2	2	8	7	8	5
Graduates	53	0	4	16	14	14	5

What level of mastery in this skills area do you observe the student teacher (name provided) demonstrating at this point in time?

Cooperating teachers	35	2	1	13	4	9	6
College supervisors	39	6	0	7	17	9	0

What level of mastery in this skills area do you observe the ISU graduate (name provided) demonstrating at this point in time?

Supervisors of Graduates	56	1	1	12	24	15	3

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SKILLS AREA # 21 : Skills in dealing with the health and safety needs of students.

What level of importance do you attach to this skills area?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Importance	Some Importance	Moderate Importance	Considerable Importance	Maximum Importance
Ed. 101 students	105	4	0	3	17	42	39
Student teachers	32	0	0	2	2	11	17
Cooperating teachers	35	1	0	1	4	8	21
College supervisors	31	3	0	2	1	9	16
Graduates	53	0	2	6	9	23	13
Supervisors of graduates	46	1	0	1	10	16	18
Overall	302	9	2	15	43	109	124

What level of mastery do you have in this skills area at this point in time?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Mastery	Some Mastery	Moderate Mastery	Considerable Mastery	Maximum Mastery
Ed. 101 students	105	13	14	40	18	16	4
Student teachers	32	1	1	8	7	9	6
Graduates	53	1	1	10	14	21	6

What level of mastery in this skills area do you observe the student teacher (name provided) demonstrating at this point in time?

Cooperating teachers	35	1	0	7	9	10	8
College supervisors	39	9	1	5	10	10	4

What level of mastery in this skills area do you observe the ISU graduate (name provided) demonstrating at this point in time?

Supervisors of Graduates	56	1	1	6	11	31	6

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SKILLS AREA # 22: Skills in assisting students develop effective study and reading habits.

What level of importance do you attach to this skills area?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Importance	Some Importance	Moderate Importance	Considerable Importance	Maximum Importance
Ed. 101 students	105	5	0	4	7	35	54
Student teachers	32	1	1	1	3	5	21
Cooperating teachers	35	6	0	3	2	6	18
College supervisors	31	4	0	2	1	9	15
Graduates	53	0	0	0	8	17	28
Supervisors of graduates	46	0	0	0	4	20	22
Overall	302	16	1	10	25	92	158

What level of mastery do you have in this skills area at this point in time?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Mastery	Some Mastery	Moderate Mastery	Considerable Mastery	Maximum Mastery
Ed. 101 students	105	13	31	37	16	4	4
Student teachers	32	2	1	10	9	8	2
Graduates	53	0	3	14	17	15	4

What level of mastery in this skills area do you observe the student teacher (name provided) demonstrating at this point in time?

Cooperating teachers	35	5	1	9	9	9	2
College supervisors	39	8	2	6	9	13	1

What level of mastery in this skills area do you observe the ISU graduate (name provided) demonstrating at this point in time?

Supervisors of Graduates	56	2	0	8	13	27	6

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SKILLS AREA # 23 : Skills in aiding students in their career planning through processes of effective decision-making applicable to their short and long range life goals.

What level of importance do you attach to this skills area?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Importance	Some Importance	Moderate Importance	Considerable Importance	Maximum Importance
Ed. 101 students	105	5	1	7	17	36	39
Student teachers	32	3	1	4	7	11	6
Cooperating teachers	35	9	0	5	6	9	6
College supervisors	31	5	0	7	4	14	1
Graduates	53	9	0	5	9	17	13
Supervisors of graduates	46	4	0	5	19	11	7
Overall	302	35	2	33	62	98	72

What level of mastery do you have in this skills area at this point in time?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Mastery	Some Mastery	Moderate Mastery	Considerable Mastery	Maximum Mastery
Ed. 101 students	105	17	39	30	13	3	3
Student teachers	32	5	5	12	5	2	3
Graduates	53	11	4	10	14	11	3

What level of mastery in this skills area do you observe the student teacher (name provided) demonstrating at this point in time?

Cooperating teachers	35	15	3	4	5	8	0
College supervisors	39	24	0	4	5	6	0

What level of mastery in this skills area do you observe the ISU graduate (name provided) demonstrating at this point in time?

Supervisors of Graduates	56	11	1	16	21	6	1

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SKILLS AREA # 24 : Skills in improving students' reading skills, reading comprehension and reading rate within the content areas to support content area objectives.

What level of importance do you attach to this skills area?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Importance	Some Importance	Moderate Importance	Considerable Importance	Maximum Importance
Ed. 101 students	105	6	0	6	6	34	53
Student teachers	32	3	0	1	2	6	20
Cooperating teachers	35	11	0	4	2	4	14
College supervisors	31	5	0	1	3	3	19
Graduates	53	3	0	2	4	22	22
Supervisors of graduates	46	2	0	0	4	15	25
Overall	302	30	0	14	21	84	153

What level of mastery do you have in this skills area at this point in time?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Mastery	Some Mastery	Moderate Mastery	Considerable Mastery	Maximum Mastery
Ed. 101 students	105	18	43	24	13	2	5
Student teachers	32	5	4	5	9	6	3
Graduates	53	3	1	16	10	18	5

What level of mastery in this skills area do you observe the student teacher (name provided) demonstrating at this point in time?

Cooperating teachers	35	14	2	7	5	6	1
College supervisors	39	13	2	4	9	9	2

What level of mastery in this skills area do you observe the ISU graduate (name provided) demonstrating at this point in time?

Supervisors of Graduates	56	3	0	9	14	24	6

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1980-1981 Teacher Education Program Evaluation Data
Rudimentary Counts
Skills Related to Teaching: Perceived Importance and Mastery

SKILLS AREA # 25 : Skills in dealing with the special needs of physically or mentally handicapped students in the classroom.

What level of importance do you attach to this skills area?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Importance	Some Importance	Moderate Importance	Considerable Importance	Maximum Importance
Ed. 101 students	105	6	0	4	11	24	60
Student teachers	32	1	1	3	3	12	12
Cooperating teachers	35	4	0	5	4	8	14
College supervisors	31	4	0	2	4	10	11
Graduates	53	5	0	6	11	22	9
Supervisors of graduates	46	3	0	3	9	[illegible]	8
Overall	302	23	1	23	42	99	114

What level of mastery do you have in this skills area at this point in time?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Mastery	Some Mastery	Moderate Mastery	Considerable Mastery	Maximum Mastery
Ed. 101 students	105	18	41	23	13	6	4
Student teachers	32	3	5	11	4	6	3
Graduates	53	6	8	12	16	8	3

What level of mastery in this skills area do you observe the student teacher (name provided) demonstrating at this point in time?

Cooperating teachers	35	12	1	8	4	6	4
College supervisors	39	19	2	5	2	8	3

What level of mastery in this skills area do you observe the ISU graduate (name provided) demonstrating at this point in time?

Supervisors of Graduates	56	6	1	15	16	15	3

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Skills Related to Teaching: Perceived Importance and Mastery

SKILLS AREA # 26 : Skills in distinguishing and utilizing a variety of questioning techniques effectively.

What level of importance do you attach to this skills area?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Importance	Some Importance	Moderate Importance	Considerable Importance	Maximum Importance
Ed. 101 students	105	6	0	6	32	39	22
Student teachers	32	2	0	1	5	12	12
Cooperating teachers	35	3	0	3	3	14	12
College supervisors	31	4	0	2	3	7	15
Graduates	53	0	1	4	12	22	14
Supervisors of graduates	46	1	0	2	14	19	10
Overall	302	16	1	18	69	113	85

What level of mastery do you have in this skills area at this point in time?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Mastery	Some Mastery	Moderate Mastery	Considerable Mastery	Maximum Mastery
Ed. 101 students	105	17	35	33	11	7	2
Student teachers	32	3	1	9	11	5	3
Graduates	53	0	3	14	21	9	6

What level of mastery in this skills area do you observe the student teacher (name provided) demonstrating at this point in time?

Cooperating teachers	35	3	3	10	6	12	1
College supervisors	39	9	1	7	12	10	0

What level of mastery in this skills area do you observe the ISU graduate (name provided) demonstrating at this point in time?

Supervisors of Graduates	56	3	0	12	28	13	0

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Skills Related to Teaching: Perceived Importance and Mastery

SKILLS AREA # 27 : Skills in counseling students regarding personal problems or concerns as these problems surface during the school year.

What level of importance do you attach to this skills area?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Importance	Some Importance	Moderate Importance	Considerable Importance	Maximum Importance
Ed. 101 students	105	4	1	5	18	42	35
Student teachers	32	0	1	0	7	14	10
Cooperating teachers	35	2	0	3	3	15	12
College supervisors	31	4	0	3	3	13	8
Graduates	53	3	0	6	12	18	14
Supervisors of graduates	46	0	0	1	9	26	10
Overall	302	13	2	18	52	128	89

What level of mastery do you have in this skills area at this point in time?

Respondent Group	Total	No response/ Does Not Apply/ Unknown	Response Counts: No Mastery	Some Mastery	Moderate Mastery	Considerable Mastery	Maximum Mastery
Ed. 101 students	105	11	24	35	23	8	4
Student teachers	32	1	1	13	10	4	3
Graduates	53	4	4	9	18	13	5

What level of mastery in this skills area do you observe the student teacher (name provided) demonstrating at this point in time?

Cooperating teachers	35	4	2	10	5	11	3
College supervisors	39	19	1	3	7	8	1

What level of mastery in this skills area do you observe the ISU graduate (name provided) demonstrating at this point in time?

Supervisors of Graduates	56	2	1	15	12	23	3

Appendix

Table II

Complete Data Display for

Skills Related to Teaching:

Perceived Importance

Skills Related to Teaching: Perceived Importance

Skill Area	"n	Relative Frequency					$\bar{y}$	Degree of Consensus		Rank
		2	3	4	5	6		Number Value	Interpretation	
1	295	.000	.003	.017	.330	.650	5.62	.69	high	1
2	296	.000	.008	.060	.372	.560	5.49	.57	high	2
3	293	.003	.097	.230	.470	.200	4.76	.47	Strong	19
4	296	.000	.014	.060	.382	.544	5.46	.55	High	4
5	293	.000	.089	.171	.440	.300	4.95	.46	Strong	14
6	286	.011	.059	.185	.406	.339	5.00	.44	Strong	12
7	290	.011	.048	.231	.410	.300	4.94	.45	Strong	15
8	296	.003	.024	.095	.405	.473	5.32	.48	Strong	7
9	290	.017	.176	.386	.338	.083	4.29	.40	General	25

Skills Related to Teaching: Perceived Importance

Skill Area	"n	Relative Frequency					$\bar{y}$	Degree of Consensus		Rank
		2	3	4	5	6		Number Value	Interpretation	
10	282	.024	.181	.323	.330	.142	4.38	.298	Low	23
11	292	.000	.011	.099	.301	.589	5.47	.56	High	3
12	293	.003	.041	.161	.437	.358	5.11	.49	Strong	10
13	281	.010	.149	.200	.381	.260	4.73	.34	General	20
14	260	.019	.165	.358	.339	.119	4.37	.35	General	24
15	286	.028	.161	.290	.357	.164	4.47	.28	Low	22
16	281	.036	.299	.327	.228	.110	4.08	.32	General	27
17	293	.000	.041	.092	.382	.485	5.31	.45	Strong	8
18	286	.007	.129	.252	.409	.203	4.67	.39	General	21

Skills Related to Teaching: Perceived Importance

Skill Area	"n	Relative Frequency					$\bar{y}$	Degree of Consensus		Rank
		2	3	4	5	6		Number Value	Interpretation	
19	283	.042	.262	.297	.258	.141	4.19	.26	Low	26
20	293	.017	.072	.194	.437	.280	4.89	.44	Strong	17
21	293	.007	.050	.148	.372	.423	5.15	.42	Strong	9
22	286	.004	.035	.087	.322	.552	5.385	.49	Strong	5
23	267	.007	.124	.232	.367	.270	4.77	.36	General	18
24	272	.000	.051	.077	.309	.563	5.382	.49	Strong	6
25	279	.003	.082	.151	.355	.409	5.08	.39	General	11
26	286	.004	.062	.241	.395	.297	4.92	.44	Strong	16
27	289	.007	.062	.180	.443	.308	4.98	.47	Strong	13

APPENDIX

Table III

Complete Data Display for

Skills Related to Teaching

Perceived Mastery - Graduates/Near Graduates

SKILLS RELATED TO TEACHING: PERCEIVED MASTERY - Graduates and Near Graduates
Counts and Relative Frequency

Skill Area # 1 : Skills in managing student discipline and interaction, and in controlling classroom environment.

A. What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Relative	Count	Relative	Count	Relative
1. Student Teachers	32	3	.09	17	.53	12	.38
2. Graduates	53	4	.08	16	.30	33	.62
3. Subtotal - A	85	7	.08	33	.39	45	.53

B. What level of mastery do you observe?

1. Cooperating Teachers	34	3	.09	15	.44	16	.47
2. College Supervisors	36	5	.14	11	.31	20	.55
3. Supervisors of Graduates	56	5	.09	12	.21	39	.70
4. Subtotal -B	126	13	.10	38	.30	75	.60
C. Overall total A and B	211	20	.095	71	.336	120	.569

Rank of Perceived Mastery on this skill area in relation to the other 26 skill areas, using each overall relative frequency in the strong column.

3

SKILLS RELATED TO TEACHING: PERCEIVED MASTERY - Graduates and Near Graduates
Counts and Relative Frequency

Skill Area # 2 : Skills in recognizing learner needs in relation to each learner's abilities and development.

A. What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Relative	Count	Relative	Count	Relative
1. Student Teachers	32	6	.18	13	.41	13	.41
2. Graduates	53	14	.27	24	.45	15	.28
3. Subtotal - A	85	20	.23	37	.44	28	.33

B. What level of mastery do you observe?

1. Cooperating Teachers	34	6	.18	9	.26	19	.56
2. College Supervisors	36	8	.22	14	.39	14	.39
3. Supervisors of Graduates	56	6	.11	22	.39	28	.50
4. Subtotal -B	126	20	.16	45	.36	61	.48
C. Overall total A and B	211	40	.189	82	.389	89	.422

Rank of Perceived Mastery on this skill area in relation to the other 26 skill areas, using each overall relative frequency in the strong column.

10

SKILLS RELATED TO TEACHING: PERCEIVED MASTERY - Graduates and Near Graduates
Counts and Relative Frequency

Skill Area # 3 : Skills in encouraging the social or interpersonal skill development of students.

A. What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Relative	Count	Relative	Count	Relative
1. Student Teachers	30	7	.23	16	.54	7	.23
2. Graduates	53	17	.32	15	.28	21	.40
3. Subtotal - A	83	24	.29	31	.37	28	.34

B. What level of mastery do you observe?

1. Cooperating Teachers	34	10	.30	13	.38	11	.32
2. College Supervisors	32	9	.28	15	.47	8	.25
3. Supervisors of Graduates	55	9	.16	24	.44	22	.40
4. Subtotal -B	121	28	.23	52	.43	41	.34
C. Overall total A and B	204	52	.255	83	.407	69	.338

Rank of Perceived Mastery on this skill area in relation to the other 26 skill areas, using each overall relative frequency in the strong column.

SKILLS RELATED TO TEACHING: PERCEIVED MASTERY - Graduates and Near Graduates
Counts and Relative Frequency

Skill Area # 4 : Skills in projecting enthusiasm for one's subject and for teaching in general.

A. What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Relative	Count	Relative	Count	Relative
1. Student Teachers	32	6	.19	7	.22	19	.59
2. Graduates	53	6	.12	14	.26	33	.62
3. Subtotal - A	85	12	.14	21	.25	52	.61

B. What level of mastery do you observe?

1. Cooperating Teachers	34	3	.09	9	.26	22	.65
2. College Supervisors	37	7	.19	4	.11	26	.70
3. Supervisors of Graduates	56	3	.05	17	.31	36	.64
4. Subtotal -B	127	13	.10	30	.24	84	.66
C. Overall total A and B	212	25	.118	51	.240	136	.642

Rank of Perceived Mastery on this skill area in relation to the other 26 skill areas, using each overall relative frequency in the strong column.

1

SKILLS RELATED TO TEACHING: PERCEIVED MASTERY - Graduates and Near Graduates
Counts and Relative Frequency

Skill Area # 5 : Skills in developing evaluation/diagnostic procedures to obtain information about the effectiveness of instruction.

A. What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Relative	Count	Relative	Count	Relative
1. Student Teachers	32	13	.40	14	.44	5	.16
2. Graduates	53	14	.26	25	.48	14	.26
3. Subtotal - A	85	27	.32	39	.46	19	.22

B. What level of mastery do you observe?

1. Cooperating Teachers	32	11	.34	10	.32	11	.34
2. College Supervisors	29	8	.28	12	.41	9	.31
3. Supervisors of Graduates	54	8	.15	22	.41	24	.44
4. Subtotal -B	115	27	.24	44	.38	44	.38
C. Overall total A and B	200	54	.27	83	.415	63	.315

Rank of Perceived Mastery on this skill area in relation to the other 26 skill areas, using each overall relative frequency in the strong column.

21

SKILLS RELATED TO TEACHING: PERCEIVED MASTERY - Graduates and Near Graduates
Counts and Relative Frequency

Skill Area # 6 : Skills in demonstrating a variety of teaching methods while applying psychological principles of motivation and learning to teaching techniques and developing effective teaching strategies.

A. What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Relative	Count	Relative	Count	Relative
1. Student Teachers	29	12	.41	12	.41	5	.18
2. Graduates	51	16	.31	20	.39	15	.30
3. Subtotal - A	80	28	.35	32	.40	20	.25

B. What level of mastery do you observe?

1. Cooperating Teachers	34	8	.24	10	.29	16	.47
2. College Supervisors	32	11	.34	13	.41	8	.25
3. Supervisors of Graduates	56	14	.25	22	.39	20	.36
4. Subtotal -B	122	33	.27	45	.37	44	.36
C. Overall total A and B	202	61	.302	77	.381	64	.317

Rank of Perceived Mastery on this skill area in relation to the other 26 skill areas, using each overall relative frequency in the Strong column.

20

SKILLS RELATED TO TEACHING: PERCEIVED MASTERY - Graduates and Near Graduates
Counts and Relative Frequency

Skill Area # 7 : Skills in organizing instruction in order to meet individual and/or cultural differences among learners.

A. What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Relative	Count	Relative	Count	Relative
1. Student Teachers	28	12	.43	11	.39	5	.18
2. Graduates	52	15	.29	21	.40	16	.31
3. Subtotal - A	80	27	.34	32	.40	21	.26

B. What level of mastery do you observe?

1. Cooperating Teachers	32	7	.22	15	.47	10	.31
2. College Supervisors	37	15	.40	8	.22	14	.38
3. Supervisors of Graduates	54	13	.24	21	.39	20	.37
4. Subtotal -B	123	35	.28	44	.36	44	.36
C. Overall total A and B	203	62	.306	76	.374	65	.320

Rank of Perceived Mastery on this skill area in relation to the other 26 skill areas, using each overall relative frequency in the strong column.

SKILLS RELATED TO TEACHING: PERCEIVED MASTERY - Graduates and Near Graduates
Counts and Relative Frequency

Skill Area # 8 : Skills in enhancing student self-concept and in securing learner growth towards self-discipline.

A. What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Relative	Count	Relative	Count	Relative
1. Student Teachers	32	10	.33	11	.34	11	.34
2. Graduates	53	11	.21	15	.28	27	.51
3. Subtotal - A	85	21	.24	26	.31	38	.45

B. What level of mastery do you observe?

1. Cooperating Teachers	33	8	.24	10	.30	15	.46
2. College Supervisors	35	10	.29	11	.31	14	.40
3. Supervisors of Graduates	56	9	.16	19	.34	28	.50
4. Subtotal -B	124	27	.22	40	.32	57	.46
C. Overall total A and B	209	48	.229	66	.316	95	.455

Rank of Perceived Mastery on this skill area in relation to the other 26 skill areas, using each overall relative frequency in the strong column.

8

SKILLS RELATED TO TEACHING: PERCEIVED MASTERY - Graduates and Near Graduates
Counts and Relative Frequency

Skill Area # 9 : Skills in utilizing audio-visual equipment and available learning aids.

A. What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Relative	Count	Relative	Count	Relative
1. Student Teachers	31	8	.26	11	.35	12	.39
2. Graduates	53	8	.15	15	.28	30	.57
3. Subtotal - A	84	16	.19	26	.31	42	.50

B. What level of mastery do you observe?

1. Cooperating Teachers	34	11	.32	14	.41	9	.27
2. College Supervisors	26	11	.42	6	.23	9	.35
3. Supervisors of Graduates	52	8	.16	22	.42	22	.42
4. Subtotal -B	112	30	.26	42	.38	40	.36
C. Overall total A and B	196	46	.235	68	.347	82	.418

Rank of Perceived Mastery on this skill area in relation to the other 26 skill areas, using each overall relative frequency in the strong column.

11

SKILLS RELATED TO TEACHING: PERCEIVED MASTERY - Graduates and Near Graduates
Counts and Relative Frequency

Skill Area # 10 : Skills in developing a particular philosophy of education which pertains to one's own classroom practice(s) while being able to compare and contrast other philosophical positions.

A. What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Relative	Count	Relative	Count	Relative
1. Student Teachers	29	12	.41	13	.45	4	.14
2. Graduates	51	19	.37	15	.30	17	.33
3. Subtotal - A	80	31	.39	28	.35	21	.26

B. What level of mastery do you observe?

1. Cooperating Teachers	31	13	.42	6	.19	12	.39
2. College Supervisors	23	11	.48	8	.35	4	.17
3. Supervisors of Graduates	51	15	.30	20	.39	16	.31
4. Subtotal -B	105	39	.37	34	.32	32	.31
C. Overall total A and B	185	70	.378	62	.335	53	.287

Rank of Perceived Mastery on this skill area in relation to the other 26 skill areas, using each overall relative frequency in the strong column.

23

SKILLS RELATED TO TEACHING: PERCEIVED MASTERY - Graduates and Near Graduates
Counts and Relative Frequency

Skill Area # 11 : Skills in acquiring the knowledge base for the school subject(s) being taught in one's classroom.

A. What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Relative	Count	Relative	Count	Relative
1. Student Teachers	32	2	.06	11	.34	19	.60
2. Graduates	51	4	.08	18	.35	29	.57
3. Subtotal - A	83	6	.07	29	.35	48	.58

B. What level of mastery do you observe?

1. Cooperating Teachers	34	5	.14	6	.18	23	.68
2. College Supervisors	33	8	.24	7	.21	18	.55
3. Supervisors of Graduates	56	1	.02	12	.21	43	.77
4. Subtotal -B	123	14	.12	25	.20	84	.68
C. Overall total A and B	206	20	.097	54	.262	132	.641

Rank of Perceived Mastery on this skill area in relation to the other 26 skill areas, using each overall relative frequency in the strong column.

2

SKILLS RELATED TO TEACHING: PERCEIVED MASTERY - Graduates and Near Graduates
Counts and Relative Frequency

Skill Area # 12 : Skills in planning instruction to achieve behavioral or performance objectives.

A. What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Relative	Count	Relative	Count	Relative
1. Student Teachers	31	8	.26	14	.45	9	.29
2. Graduates	53	13	.25	15	.28	25	.47
3. Subtotal - A	84	21	.25	29	.35	34	.40

B. What level of mastery do you observe?

1. Cooperating Teachers	34	8	.24	11	.32	15	.44
2. College Supervisors	36	10	.28	10	.28	16	.44
3. Supervisors of Graduates	56	9	.16	17	.30	30	.54
4. Subtotal -B	126	27	.22	38	.30	61	.48
C. Overall total A and B	210	48	.228	67	.319	95	.453

Rank of Perceived Mastery on this skill area in relation to the other 26 skill areas, using each overall relative frequency in the strong column.

7

SKILLS RELATED TO TEACHING: PERCEIVED MASTERY - Graduates and Near Graduates
Counts and Relative Frequency

Skill Area # 13 : Skills in applying principles of school law in such areas as corporal punishment, contracts, teacher liability, and due process.

A. What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Relative	Count	Relative	Count	Relative
1. Student Teachers	29	15	.52	7	.24	7	.24
2. Graduates	48	23	.48	10	.21	15	.31
3. Subtotal - A	77	38	.49	17	.22	22	.29

B. What level of mastery do you observe?

1. Cooperating Teachers	25	7	.28	11	.44	7	.28
2. College Supervisors	16	4	.25	7	.44	5	.31
3. Supervisors of Graduates	49	12	.24	14	.29	23	.47
4. Subtotal -B	90	23	.25	32	.36	35	.39
C. Overall total A and B	167	61	.365	49	.293	57	.342

Rank of Perceived Mastery on this skill area in relation to the other 26 skill areas, using each overall relative frequency in the strong column.

17

SKILLS RELATED TO TEACHING: PERCEIVED MASTERY - Graduates and Near Graduates
Counts and Relative Frequency

Skill Area # 14 : Skills in predicting alternative consequences of an educational practice, be it a traditional approach or an innovative one.

A. What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Relative	Count	Relative	Count	Relative
1. Student Teachers	25	14	.56	6	.24	5	.20
2. Graduates	38	21	.55	6	.16	11	.29
3. Subtotal - A	63	35	.56	12	.19	16	.25

B. What level of mastery do you observe?

1. Cooperating Teachers	28	11	.39	12	.43	5	.18
2. College Supervisors	20	7	.35	9	.45	4	.20
3. Supervisors of Graduates	49	16	.33	28	.57	5	.10
4. Subtotal -B	97	34	.35	49	.51	14	.14
C. Overall total A and B	160	69	.431	61	.381	30	.188

Rank of Perceived Mastery on this skill area in relation to the other 26 skill areas, using each overall relative frequency in the strong column.

26

SKILLS RELATED TO TEACHING: PERCEIVED MASTERY - Graduates and Near Graduates
Counts and Relative Frequency

Skill Area # 15 : Skills in interpreting and understanding standardized test reports on student performance.

A. What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Relative	Count	Relative	Count	Relative
1. Student Teachers	27	8	.30	8	.30	11	.40
2. Graduates	53	22	.41	13	.25	18	.34
3. Subtotal - A	80	30	.38	21	.26	29	.36

B. What level of mastery do you observe?

1. Cooperating Teachers	20	11	.55	2	.10	7	.35
2. College Supervisors	20	6	.30	6	.30	8	.40
3. Supervisors of Graduates	51	14	.28	20	.39	17	.33
4. Subtotal -B	91	31	.34	28	.31	32	.35
C. Overall total A and B	171	61	.356	49	.287	61	.357

Rank of Perceived Mastery on this skill area in relation to the other 26 skill areas, using each overall relative frequency in the strong column.

15

SKILLS RELATED TO TEACHING: PERCEIVED MASTERY - Graduates and Near Graduates
Counts and Relative Frequency

Skill Area # 16 : Skills in understanding the implications of public school finance, state control of education, federal legislation, and U. S. Supreme Court decisions.

A. What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Relative	Count	Relative	Count	Relative
1. Student Teachers	28	18	.64	7	.25	3	.11
2. Graduates	49	30	.61	11	.23	8	.16
3. Subtotal - A	77	48	.63	18	.23	11	.14

B. What level of mastery do you observe?

1. Cooperating Teachers	19	13	.69	1	.05	5	.26
2. College Supervisors	16	6	.38	8	.50	2	.12
3. Supervisors of Graduates	47	21	.45	22	.47	4	.08
4. Subtotal -B	82	40	.49	31	.38	11	.13
C. Overall total A and B	159	88	.554	49	.308	22	.138

Rank of Perceived Mastery on this skill area in relation to the other 26 skill areas, using each overall relative frequency in the strong column.

27

SKILLS RELATED TO TEACHING: PERCEIVED MASTERY - Graduates and Near Graduates
Counts and Relative Frequency

Skill Area # 17 : Skills in communicating with parents and planning with them for the education of their children.

A. What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Relative	Count	Relative	Count	Relative
1. Student Teachers	31	11	.35	6	.20	14	.45
2. Graduates	53	9	.17	16	.30	28	.53
3. Subtotal - A	84	20	.24	22	.26	42	.50

B. What level of mastery do you observe?

1. Cooperating Teachers	24	6	.25	8	.33	10	.42
2. College Supervisors	27	6	.22	4	.15	17	.63
3. Supervisors of Graduates	53	12	.22	11	.21	30	.57
4. Subtotal -B	104	24	.23	23	.22	57	.55
C. Overall total A and B	188	44	.234	45	.239	99	.527

Rank of Perceived Mastery on this skill area in relation to the other 26 skill areas, using each overall relative frequency in the strong column.

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SKILLS RELATED TO TEACHING: PERCEIVED MASTERY - Graduates and Near Graduates
Counts and Relative Frequency

Skill Area # 18 : Skills in understanding and utilizing the school's formal authority structure and its services and specialists in decision-making.

A. What level of mastery do you have?

Respondent Group	n	Weak		Moderate		Strong	
		Count	Relative	Count	Relative	Count	Relative
1. Student Teachers	29	12	.41	9	.31	8	.28
2. Graduates	48	18	.38	17	.35	13	.27
3. Subtotal - A	77	30	.39	26	.34	21	.27

B. What level of mastery do you observe?

1. Cooperating Teachers	27	14	.52	6	.22	7	.26
2. College Supervisors	22	8	.36	7	.32	7	.32
3. Supervisors of Graduates	54	10	.19	11	.20	33	.61
4. Subtotal -B	103	32	.31	24	.23	47	.46
C. Overall total A and B	180	62	.344	50	.278	68	.378

Rank of Perceived Mastery on this skill area in relation to the other 26 skill areas, using each overall relative frequency in the strong column.

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